



Level I	English-Language Arts	Reading Comprehension	Follow 1-step written instructions.
Identify a picture/object/word cue.			
<i>Task Preparation: Place a ball, a block, and a toy car on surface, left to right from the student's perspective. The identification of each object is treated as a separate task with prompts if needed. The student's best performance is scored. For students with visual impairment, each object can be placed in the student's hands and placed back onto the surface indicating to the student where it is placed.</i>			
<b>Cue/Direction: Show me the car. Show me the ball. Show me the block.</b>			
(5) Completes task without prompts. (4) Completes task with a verbal/gestural prompt. (3) Completes task with a physical/modeled prompt. (2) Attempts, but does not complete task with prompts. (1) Orients to task. (NR) No response.			<u>Scores for DVD examples:</u> # 4 - 2 Adaptation #1 - 5 Adaptation #2 - 5 <i>Also, see 'Training Partners', &amp; 'Passing it On' DVD segments for examples w/ commentary.</i>
Level I	English-Language Arts	Listening	Listen Attentively
Orient in direction of speaker.			
<i>Task Preparation: Stand to one side of the student and call the student's name. The student should turn in the direction of the speaker. For students with hearing impairment, the examiner stands to one side of the student, then the examiner waves one hand in front of the student's face, then returns hand to signing position, then signs, "hello" to the student.</i>			
<b>Cue/Direction: (Student's first name or nickname)</b>			
(5) Completes task without prompts. (4) Completes task with a verbal/gestural prompt. (3) Completes task with a physical/modeled prompt. (2) Attempts, but does not complete task with prompts. (1) Orients to task. (NR) No response.			<u>Scores for DVD examples:</u> # 1 - 2 (note – did attempt as evidenced by smile and slight head movement) # 2 - 1 # 3 - 5

Level I	Mathematics	Number Sense	Identify 1 >/< & 10 >/< number
Identify more and less.			
<i>Task Preparation: Using 6 objects familiar to the student (all the same), place 5 objects to the left of the student and 1 item to the right.</i>			
<b>Cue/Direction: Show me which is more.</b>			
(5) Completes task without prompts. (4) Completes task with a verbal/gestural prompt. (3) Completes task with a physical/modeled prompt. (2) Attempts, but does not complete task with prompts. (1) Orients to task. (NR) No response.			<u>Scores for DVD examples:</u> <i>See 'Training Partners', &amp; 'Passing it On' DVD segments for examples w/ commentary.</i>



## LEVEL II DVD SAMPLE TEST ITEMS

<b>Level II</b>	<b>English-Language Arts</b>	Reading Comprehension	Follow 2-step written instructions.
Follow community symbol directions.			
<i>Task Preparation: Place three cards with safety signs in front of student. Pause for response after each cue.</i>			
<b>Cue/Direction: Show me the picture that means don't walk. Show me the picture that means no bike riding. Show me the picture that means poison.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> # 1 - 2 # 2 - 4 # 3 - 3 # 4 - 4

<b>Level II</b>	<b>Mathematics</b>	Number Sense	Identify 1 $>/<$ & 10 $>/<$ number
Match groups having equal numbers of objects..			
<i>Task Preparation: . Place three cards with 1, 2, and 3 black blocks on the surface six inches from the student. Hand the student another card with 2 black blocks on it. Hand the student another card with 1 black block on it. Hand the student another card with 3 black blocks on it.</i>			
<b>Cue/Direction: Show me which group has the same.</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> # 1 - 4 # 2 - 4 # 3 - 3 # 4 - 4



# LEVEL III DVD SAMPLE TEST ITEMS

<b>Level III</b>	<b>English-Language Arts</b>	<b>Sight Word Reading</b>	<b>Understand that printed materials provide information.</b>
Identify environmental symbols/signs/cues			
<p><i>Task Preparation: Place cards with sunny, rainy, and windy days (in that order) on surface in front of student. Pause for response after each cue.</i></p> <p><b>Cue/Direction: Show me the windy day. Show me the rainy day. Show me the sunny day.</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p># 4 - 4</p> <p>Special - 4</p>
<b>Level III</b>	<b>English-Language Arts</b>	<b>Reading Comprehension</b>	<b>Follow 2-step written instructions.</b>
Read and demonstrate single action words.			
<p><i>Task Preparation: Present student with three cards. Point to each picture and say "jump, run, sit. Present sit word card. Repeat for "jump" and then "run". Pause for response after each cue.</i></p> <p><b>Cue/Direction: Read this word. Match it to the picture.</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p>#1 – 4</p> <p>#5 – 4</p> <p>Special – NR (1<sup>st</sup> session)</p> <p>1 (2<sup>nd</sup> session)</p>
<b>Level III</b>	<b>English-Language Arts</b>	<b>Listening</b>	<b>Understand and follow one- and two-step oral directions.</b>
Perform action to comply with 1 or 2 step directions(s)			
<p><i>Task Preparation: Place a tic-tac-toe grid in front of student. Give the student 5 cards with O's on them. Place a card with an X on the grid. Pause, and continue alternating turns – the cue "Now it's your turn." can be repeated for each turn if the student does not respond after 7 seconds.</i></p> <p><b>Cue/Direction: Let's play Tic-Tac-toe. I'll go first. Okay, now it's your turn. Put an O in one of the boxes.</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (takes 3-4 turns). (2) Minimally completes task (takes 1-2 turns). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p># 2 - 4</p> <p>Special – 2</p>
<b>Level III</b>	<b>Mathematics</b>	<b>Number Sense</b>	<b>Identify 1 &gt;/&lt; &amp; 10 &gt;/&lt; number</b>
Demonstrate the ability to give more, or less.			
<p><i>Task Preparation: Give the student 5 coins. Hold one coin in your palm in front of the student. Pause for response after each cue.</i></p> <p><b>Cue/Direction: I have one coin. Give me one more. Give me one more. Now, give me two more.</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p># 3 - 4</p> <p>Special – 4</p>



Level IV	English-Language Arts	Reading Comprehension	Follow 2-step written instructions.
Identify safety signs.			
<p><i>Task Preparation: Place cards with signs for poison, danger, stop, and Keep out in front of student. Point to poison. Repeat for each sign. Correct responses: poison – don't eat/drink, touch; danger – stay away; stop – stop, don't walk/drive; keep out – don't go in, stay away.</i></p> <p><b>Cue/Direction: . What should you do when you see this sign?</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p># 3 - 4</p> <p># 5 - 3</p>
Level IV	English-Language Arts	Reading Comprehension	Identify/use features of popular media.
Use printed material to obtain information on desired item (i.e. movie schedule, calendar, bus schedule, menu, grocery list)			
<p><i>Task Preparation: Place a current calendar page in front of student that includes at least two events. Pause for response after each cue.</i></p> <p><b>Cue/Direction: This is a calendar. What is the month? Show me the word Tuesday. What day is (fill in event on calendar)?</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p>#1 - 1</p> <p>#6 - 4</p>
Level IV	English-Language Arts	Listening & Speaking	Apply appropriate interviewing techniques
Identify and relate work experiences/skills relevant to job			
<p><i>Task Preparation: Place cards with persons who work in the community on surface (in random order). Pause for response after each cue.</i></p> <p><b>Cue/Direction: Who can help you if you are sick? Who makes sure people don't break the law? Who can drive you to where you need to go? Who can sell you lunch?</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p># 2 - 4</p> <p># 4 - 3</p>

Level IV	Mathematics	Number Sense	Identify 1 >/< & 10 >/< number
Sort numbers into piles of ones and tens.			
<p><i>Task Preparation: Using realistic play money, place a \$1 and a \$10 bill on the surface in front of the student. Give the student a shuffled pile of 2 \$1.00 bills of and 2 \$10.00 bill.</i></p> <p><b>Cue/Direction: Put bills that are ones with the one dollar bill and bills that are 10's with the ten dollar bill.</b></p>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<p><u>Scores for DVD examples:</u></p> <p># 1 - 2</p> <p># 2 - 4</p>



Level V	English-Language Arts	Reading Comprehension	Identify/use features of popular media.
Use printed material to obtain information on desired item (i.e. movie schedule, calendar, bus schedule, menu, grocery list)			
<i>Task Preparation: Place a current calendar page in front of student that includes at least two events. Pause for response after each cue.</i>			
<b>Cue/Direction: This is a calendar. What is the month? Show me the word Sunday. What day of the week is the 15th? What day is (fill in event on calendar)?</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (3 correct). (2) Minimally completes task (1-2 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> # 1 - 2 # 2 – 4 (note – item on DVD slightly differs) # 3 - 3 # 4 - 1

Level V	Mathematics	Number Sense	Identify 1 >/< & 10 >/< number
Identify the number after a given number.			
<i>Task Preparation: Pause for response after each cue.</i>			
<b>Cue/Direction: What number comes just after 7? What number comes just after 25? What number comes just after 16? What number comes just after 39?</b>			
(4) Completes task with 100% accuracy. (3) Partially completes task (2-3 correct). (2) Minimally completes task (1 correct). (1) Attempts task. (NR) No response.			<u>Scores for DVD examples:</u> # 1 - 3 # 2 - 4 # 3 - 2 # 4 – 4 (note – item on DVD slightly differs)